



# FROM DOE to EPP

How Positive Collaboration  
& Data Sharing Improves  
Student Learning

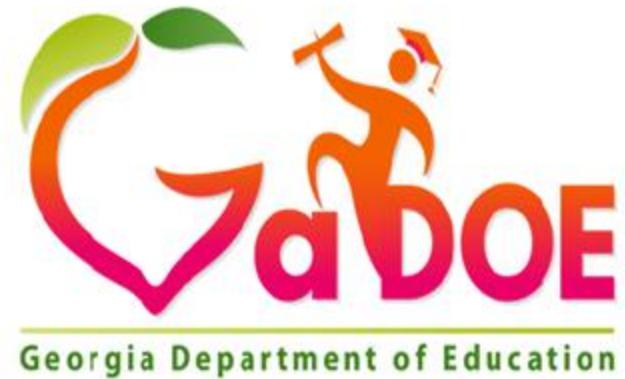
The effects of gaps in  
BIG DATA

October 26, 2020

# From the State of Georgia



Valdosta State  
University



# Learning Objectives

- #1 **Introduce** the current Statewide Longitudinal Data System in GA and its widespread application across P-20 learning outcomes.
- #2 **Understand** how the Georgia Department of Education and Professional Standards Commission provide annual candidate and completer performance measures to Georgia educator preparation providers.
- #3 **Describe** the components of Valdosta State University's educator preparation programs continuous improvement system and how state performance data enhances the system.
- #4 **Participate** in collaborative discussions regarding the ramifications of delayed or cancelled statewide testing for the school year, as well as the short-term and long-term impact for P-12 and EPP's.

## Learning Objective #1: Introduce the current Statewide Longitudinal Data System in GA and its widespread application across P- 20 learning outcomes.

- Big Data capture for P-12 learning begins at the granular level from school level data aggregated to state level.
- The **Statewide Longitudinal Data System** (SLDS) is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning.
- SLDS is a free application that is accessed via a link in the district's Student Information System (SIS).
- It provides districts, schools, and teachers with access to **student historical data**, including **Assessments, Attendance, Enrollment, Courses, and Grades** beginning with the 2006-2007 school year.
- **TKES:** **Teacher effectiveness** scores are also housed in the SLDS

# Georgia Statewide Testing Update: 2020/2021

- In a letter to the Council of Chief State School Officers, U.S. Education Secretary Betsy DeVos said states should not anticipate another pass on testing like they got last spring. The word “not” was underlined.
- Georgia’s state school superintendent, Richard Woods, said the decision “shows a complete disconnect” from the reality of schooling during a pandemic.
- GA’s high-stakes testing, GA Milestones, are due to be administered in Spring 2021.



# A Reduction of Georgia Assessment Requirements, 2015-2020

## State Requirements in 2015

3rd-grade ELA  
3rd-grade Mathematics  
**3rd-grade Science**  
**3rd-grade Social Studies**  
4th-grade ELA  
4th-grade Mathematics  
**4th-grade Science**  
**4th-grade Social Studies**  
5th-grade ELA  
5th-grade Mathematics  
5th-grade Science  
**5th-grade Social Studies**  
6th-grade ELA  
6th-grade Mathematics  
**6th-grade Science**  
**6th-grade Social Studies**  
7th-grade ELA  
7th-grade Mathematics  
**7th-grade Science**  
**7th-grade Social Studies**  
8th-grade ELA  
8th-grade Mathematics  
8th-grade Science  
**8th-grade Social Studies**  
Algebra I/Coordinate Algebra  
Geometry/Analytic Geometry  
Ninth Grade Literature and Composition  
American Literature and Composition  
Biology  
**Physical Science**  
U.S. History  
Economics

**32**

**Bold, red lettering denotes an assessment above the federal minimum requirements.**

## After Senate Bill 364 (2016)

3rd-grade ELA  
3rd-grade Mathematics  
4th-grade ELA  
4th-grade Mathematics  
5th-grade ELA  
5th-grade Mathematics  
5th-grade Science  
**5th-grade Social Studies**  
6th-grade ELA  
6th-grade Mathematics  
7th-grade ELA  
7th-grade Mathematics  
8th-grade ELA  
8th-grade Mathematics  
8th-grade Science  
**8th-grade Social Studies**  
Algebra I/Coordinate Algebra  
Geometry/Analytic Geometry  
Ninth Grade Literature and Composition  
American Literature and Composition  
Biology  
**Physical Science**  
U.S. History  
Economics

**24**

## After Senate Bill 367 (2020)

3rd-grade ELA  
3rd-grade Mathematics  
4th-grade ELA  
4th-grade Mathematics  
5th-grade ELA  
5th-grade Mathematics  
5th-grade Science  
6th-grade ELA  
6th-grade Mathematics  
7th-grade ELA  
7th-grade Mathematics  
8th-grade ELA  
8th-grade Mathematics  
8th-grade Science  
**8th-grade Social Studies**  
Algebra I/Coordinate Algebra  
Geometry/Analytic Geometry  
Ninth Grade Literature and Composition  
American Literature and Composition  
Biology  
**Physical Science**  
U.S. History  
Economics

**19**



# SLDS DATA IMPACT: Teachers & Instruction:

- What do you know about your students? What do you think you know about your students? What do you think are your students' strengths and weaknesses?
- Teachers can use the "**A Student a Day**" concept to determine their students' strengths and weaknesses without ever leaving their classrooms.
- Simply log into the (SLDS)and take about **5 minutes each day** to review one student's assessments, attendance, enrollment, growth, and course grade **history**.

# GA's **CCRPI** Accountability Framework: ESSA

- Georgia's **College and Career Ready Performance Index** (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (AYP).
- Georgia's Elementary and Secondary Education Act (ESEA) waiver provided the opportunity to implement a new accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the AYP system.
- With ESSA, Georgia seized the opportunity to reflect on six years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings

**AN OVERVIEW OF GEORGIA'S**

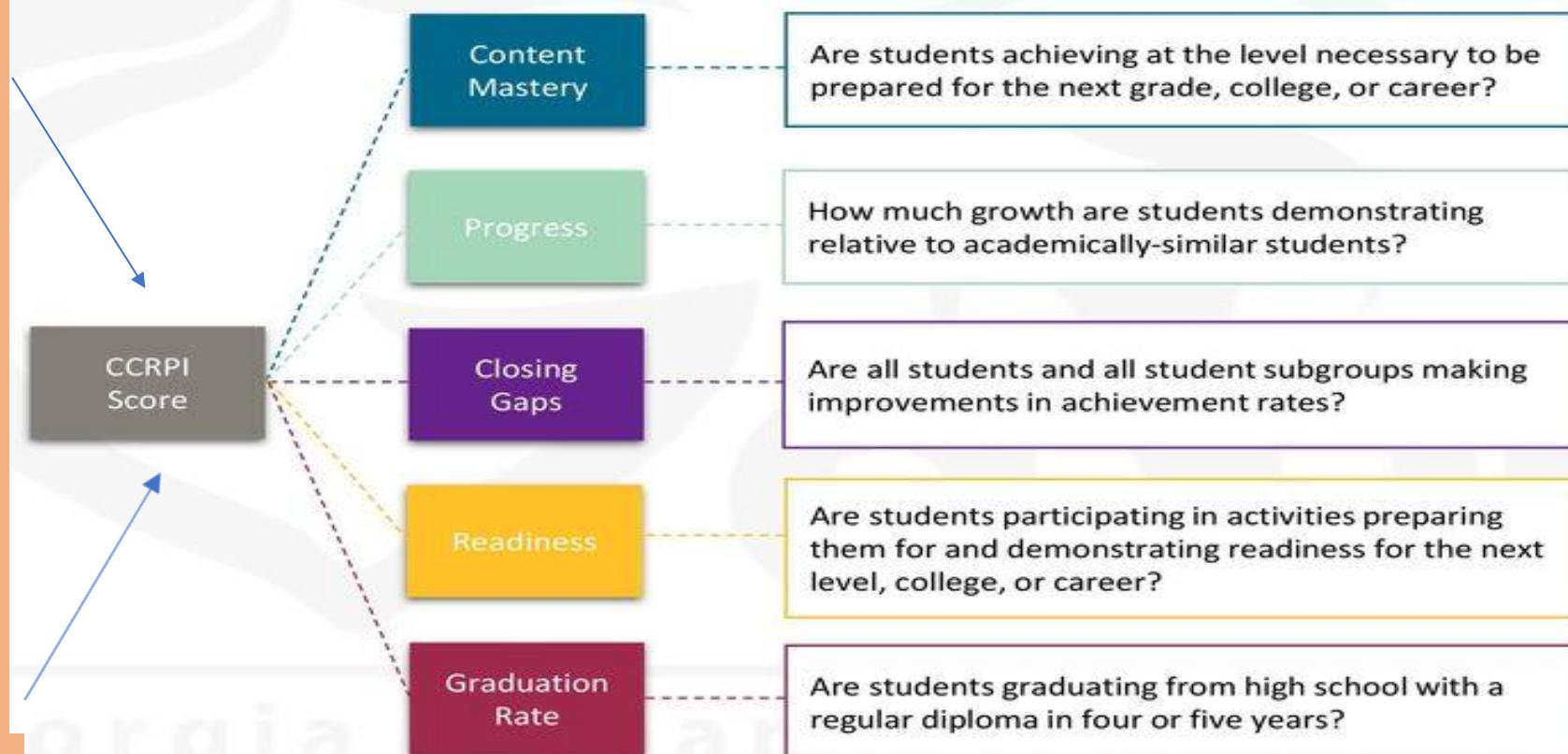
# **College and Career Ready Performance Index (CCRPI)**



# 2020 Test Scores Missing - 2021 Test Scores in ?



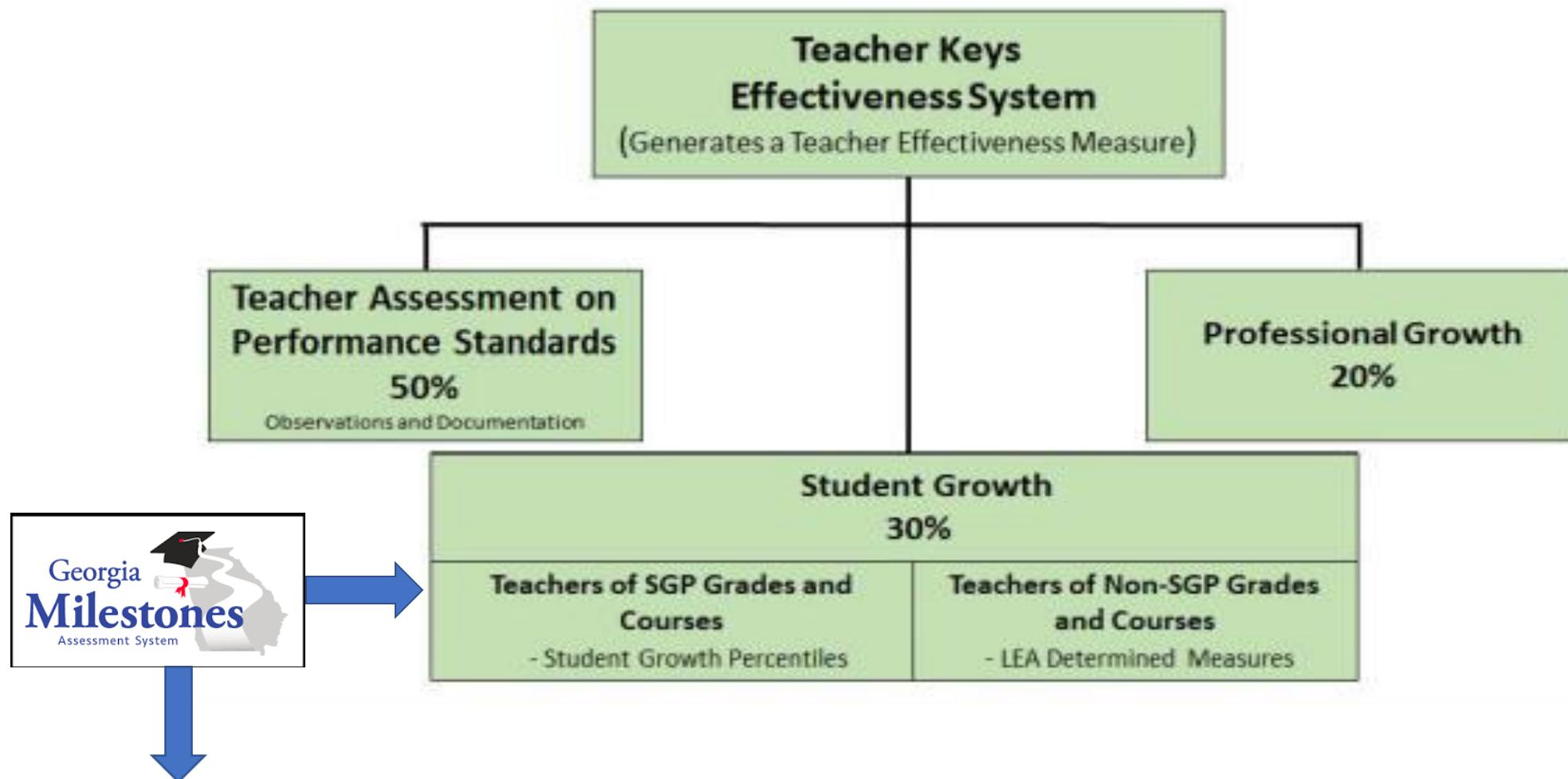
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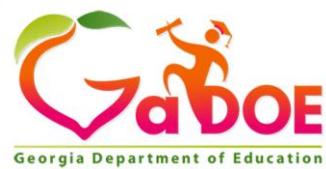
**TKES: Teacher Effectiveness Evaluation System**

**2020 Test Scores Missing  
\*\* 2021 Test Scores??**

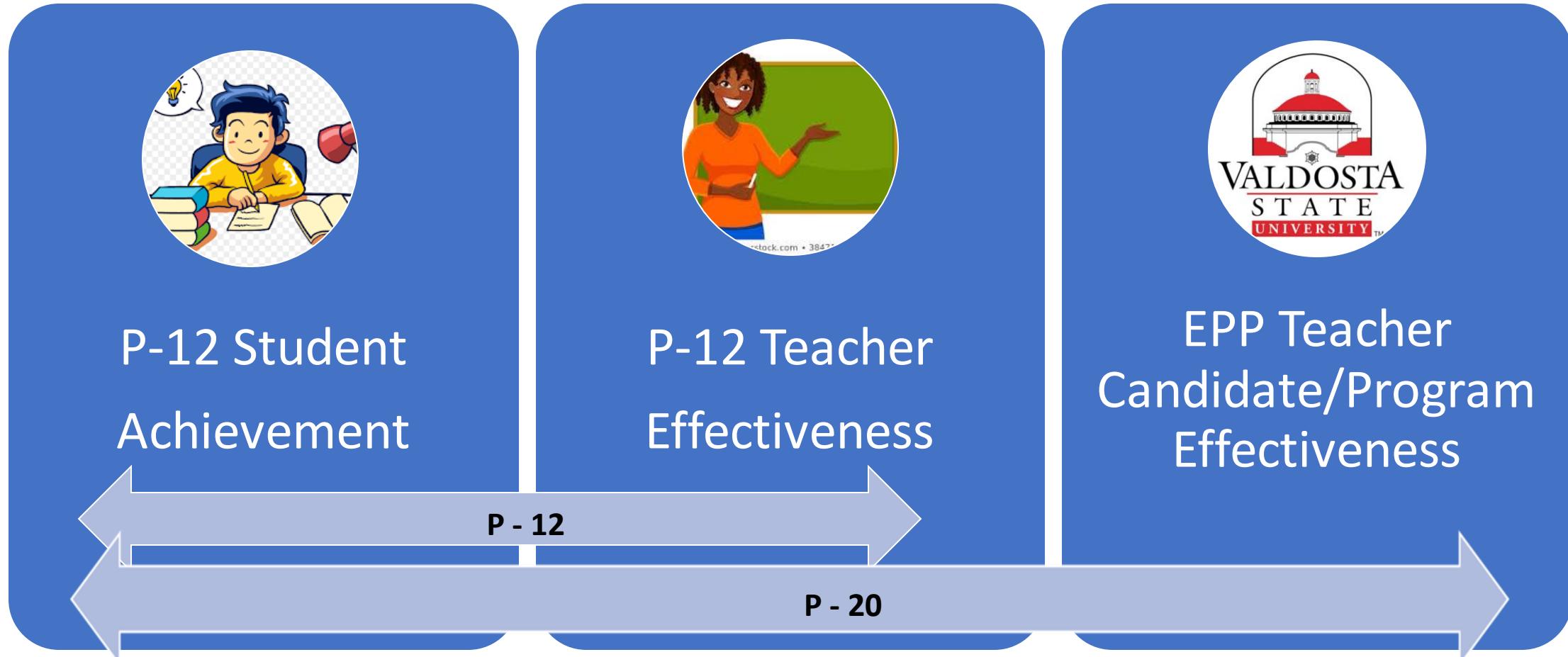
# SLDS: Teacher Effectiveness Components



2020 Test Scores Missing  
\*\* 2021 Test Scores?



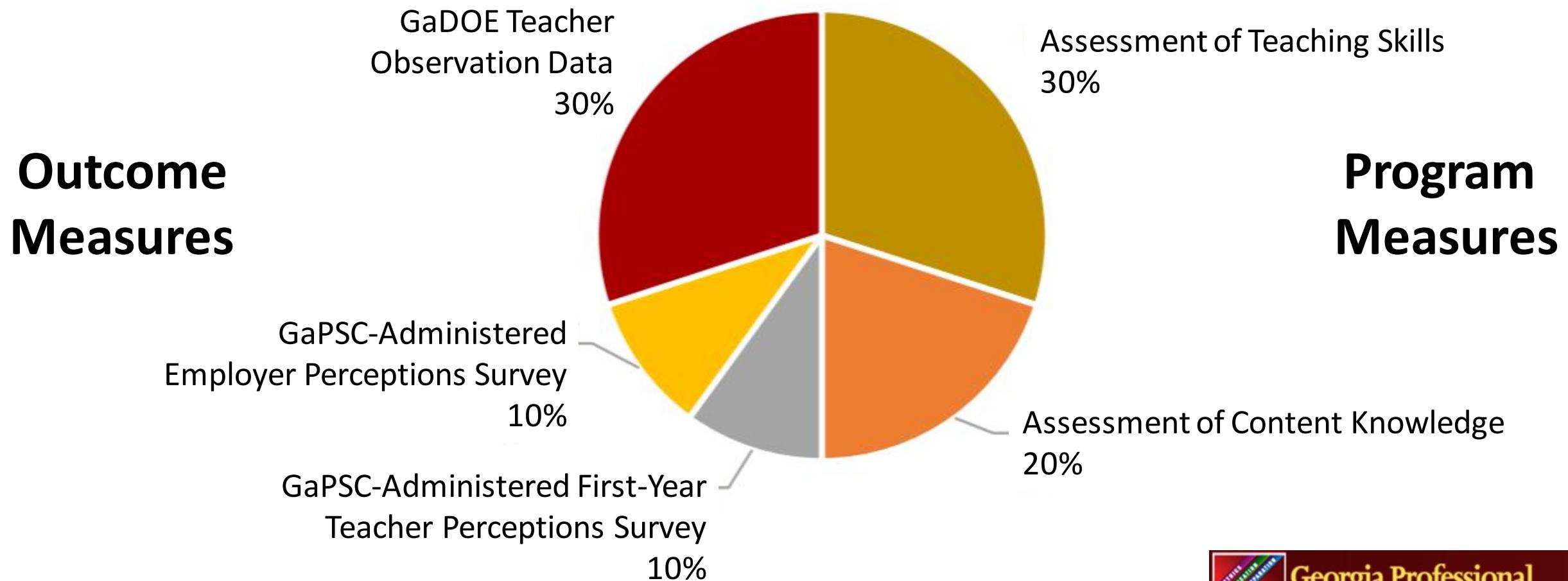
# Effects of GAPS in BIG DATA



**Learning Objective #2:**  
Understand how the  
Georgia Department of  
Education and  
Professional Standards  
Commission provide  
annual candidate and  
completer performance  
measures to Georgia  
educator preparation  
providers.

- First started receiving accountability data from the state in 2017-18
- Secure state portal includes variety of program performance data
- Performance on key indicators became consequential in 2019
- Public dashboard became available in December 2019

# Teacher Program Preparation Effectiveness Measures (T-PPEM)



# Performance Ratings

Level 4	Exemplary
Level 3	Effective
Level 2	At Risk of Low Performing
Level 1	Low Performing

## Key Points

- Scores are calculated based on aggregated three years of most recent data
- Employer and completer surveys only include data from completers employed in a Georgia public or charter school.

[View on Public Dashboard](#)

### Measure Breakdown

#### PROGRAM MEASURES



Assessment of Teaching Skills (edTPA)

POINTS EARNED of POINTS POSSIBLE

20.8 of 30 points

LEVEL

Level 3



Content Knowledge Assessment (GACE)

16.3 of 20 points

Level 3

#### OUTCOME MEASURES



Teacher Observations

POINTS EARNED of POINTS POSSIBLE

22.5 of 30 points

LEVEL

Level 3



Employer Surveys

6.7 of 10 points

Level 3



First-Year Teacher Surveys

9.3 of 10 points

Level 4

Overall Index Score

**175**

Rating Level

180 - 200      Level 4

160 - 179      Level 3

140 - 159      Level 2

100 - 139      Level 1

# Questions to Consider

- Do you think Georgia's teacher preparation accountability measures represent the most important indicators of provider performance?
- Does your state collect data on your program graduates to determine your effectiveness?
- Does your state provide data to your institution to help you evaluate your programs?

**Learning Objective #3:**  
Describe the components of Valdosta State University's educator preparation programs continuous improvement system and how state performance data enhances the system.

- Internal system restructured in 2015
- Coincides with university reporting due dates and format
- Data compiled by Professional Service Office staff and Graduate Assistant
- Analyzed by program faculty in fall term

# Data Use for Strategic Program Improvement

## Annual Data Sources – Original List

- Assessment of Content Knowledge
- Assessment of Teaching Skills
- Performance on Field Observations
- Effects on Student Learning Assessment
- Dispositions Assessment
- Sense of Self-Efficacy Assessment
- State Ethics Assessment
- Completer Survey
- Employer Perception Survey
- First-Year Teacher Perception Survey
- Evaluation by School Mentors on Field Experience
- Evaluations by Student on Field Experience, Mentor Teacher, and University Supervisor

# Data Use for Strategic Program Improvement

## *Additional Annual Data Sources*

- Offers program-level comparisons for benchmarking on select indicators:
  - Assessment on Teaching Skills
  - Content Knowledge Assessment
  - In-Service Teaching Performance
  - Student Growth Percentile Ratings



# Data Use for Strategic Program Improvement *with PPEM Data*

- Our internal system:
  - Offers multiple measures to monitor candidate progress
  - Redirects faculty focus from input to output
  - Documents systematic evidence-based decision making with actionable goals
- Adding state's PPEM data into our internal system:
  - Enhances discussions between program faculty, school partners, and with advisory boards
  - Better demonstrates the continuity and need for collaboration from pre-service to in-service teaching
  - Allows for external benchmarking
  - Offers state-level outcome data on P-12 student growth



# Our Next Steps

- Less data is sometimes more
- Enhance the culture of assessment
- Strategic collaboration with stakeholders
- Reevaluation of the timing





#### Learning Objective #4:

Participate in collaborative discussions regarding the ramifications of delayed or cancelled statewide testing for the school year, as well as the short-term and long-term impact for P-12 and EPP's.

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